



Welcome to Year 3

Meet the Teacher
Maths Workshop

Aims

- Identify the staff who are supporting your child this year
- Be clear on the daily/ weekly routines of Year 3
- Be clear on expectations of Year 3
- Understand the expectations on Reading and Home learning
- Dates of events for Year 3
- Maths Workshop on the focus of mental methods.

Staffing

Class Teacher and Teaching Assistants	Mrs Kirkup (Class Teacher) Mrs King Heath and Mr Sawyer (Teaching Assistants)
Arts	Mrs Woodward
Computing	Miss Ditchfield
History and Geography	Mrs Kirkup
Science	Ms Wilde
PE	Mr Barlow

Daily Routines

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Zone of Regulation	Breathing Exercises	Reading for Enjoyment	Calming Colouring	Gratitude Journal
Group 2	Calming Colouring	Zone of Regulation	Gratitude Journal	Reading for Enjoyment	Breathing Exercises
Group 3	Gratitude Journal	Calming Colouring	Zone of Regulation	Breathing Exercises	Reading for Enjoyment
Group 4	Breathing Exercises	Reading for Enjoyment	Gratitude Journal	Zone of Regulation	Calming Colouring

The children enter the classroom from 8.45 am and complete a rolling register activity with their classmates. This helps the children to settle in before their lessons start. The class register and food order is taken at 9 am.

Class Timetable

MRS M J KIRKUP YEAR 3

YEAR THREE

	MONDAY Register	TUESDAY Register	WEDNESDAY Register	THURSDAY Register	FRIDAY Register
9-9.05					
9.05-9.20	Liturgy/ Singing in hall (VW) (30 mins) 9.10-9.40 am	Maths Beat That	Maths Click Tests	French	9.30 Celebration Assembly
9.20	English (40 mins) Oracy, spelling and skills	Maths (60 mins)	Maths (60 mins)	Maths (60 mins)	English + School Council task (50 min total)
10.20	BREAK				
10.35	Maths – Gap Tasks (60 mins)	English (45 mins)	English (45 mins)	English (45 mins)	Maths (60mins)
11.25	Separate Plan needed for Whole Class Reading				
11.30	Predict, Ind Reading, Sentence stems, oral comprehension. (20mins)	Predict, Ind Reading, Sentence stems, oral comprehension.	Predict, Ind Reading, Sentence stems, oral comprehension.	Predict, Ind Reading, Sentence stems, oral comprehension.	Spelling Test
11.45	LUNCH				
12.45	Reading Comprehension (45 mins)	Religious Education (45 mins)	Religious Education including CW (60 mins)	Religious Education including CW (60 mins)	PSHE
13.00	CW/	CW			CW
13.45					
	BREAK				
14.00	Computing MK Year 4 History/ Geography	MK Year 3 History/ Geography	Sports MK Year 5 History/ Geography	Science Mk Year 6 History/Geography	Art MK PPA

* Wednesdays are the Y3 PE days so they are asked on this day to come into school wearing the school PE kit.

Expectations of Year 3 Reading

- Read daily for a minimum of 20 minutes.
- Children should write a short comment and sign their reading record each time. Parents should sign the children's record at least once per week to verify that the children are reading.
- Once a child has completed their book they will then be issued with a new book.
- Children that are accessing books from the Bubble will complete a short comprehension quiz based on their book and the percentage score will be written in their reading record.
- Reading records will be checked every Tuesday.



Dear Parent/Carer,

RE: Reading alert.

This week your child has done **less than the required** amount of home reading. Your child should read 5 times per week and parents/carers should sign and date the reading log a minimum of 3 times per week. Should this continue, you will be invited into class to speak with your child's teacher.

Thank you

Home Learning

- Home Learning will be set using the Google Classroom account every Monday to be returned for the following Monday.
- The children will be asked to learn spellings based on the high frequency words or a given spelling pattern.
- They will be provided with a Maths and English task which will have a particular focus. For example recalling times table facts, including related division facts. All English and Maths home learning tasks are provided to consolidating prior learning.
- Additionally there will be a foundation home learning activity assigned each half term to compliment the focus of learning or as a consolidation of prior learning.

Set one activity per half term for the year group listed.

	The Arts Set by Mrs Woodward	Science Set by Mrs Delargy	Computing Set by Miss Ditchfield	History and Geography Set by Mrs Kirkup
Aut 1	Y6	Y5	Y4	Y3
Aut 2	Y3	Y6	Y5	Y4
Spr 1	Y4	Y3	Y6	Y5
Spring 2	French – Set by Class Teacher			
Sum 1	Y5	Y4	Y3	Y6
Sum 2	Religious Education – Set by Class Teacher			



Sacred Heart
Catholic Primary School, Atherton

Dear Parent/Carer,

RE: Home Learning Alert

This is a reminder that your child is not regularly completing their home learning tasks on Google Classroom. Home learning tasks are set to practise and consolidate learning – they are vital to your child's learning and must be completed. Should this continue, you will be invited into class to speak with your child's teacher.

Thank you

Key Dates

AUTUMN TERM

23rd -27th October Half Term

Monday 30th October INSET Day

Wednesday 1st November Parents Evening

Friday 17th November Year 3 led the whole school Collective Worship

Thursday 14th December Christmas Lunch

Thursday 21st December Key Stage Two Carol Service (Time TBC)

Friday 22nd December Christmas Mass (9.30 am)



Maths Workshop

Focus: Mental Methods

Why Are Mental Maths Strategies Important?

Mental strategies are the foundations for most of the areas of mathematics that use numbers and the foundation of any written or formal method.

Without this, children can often struggle to quickly and fluently calculate.

What is 'true' fluency in mathematics

'children being able to confidently use and apply their knowledge of number relationship, number facts and our number system in order to calculate and solve problems.'

Fluency in maths is not simply being able to 'recall' known facts, it is how children can use and apply these facts, including through a range of mental maths strategies, that are important.

"Low achievers are often low achievers not because they know less, but because they don't use numbers flexibly."
– Jo Boaler

Developing Number Sense.

A solid foundation in number properties is central to pupils' success in developing and applying mental maths strategies.

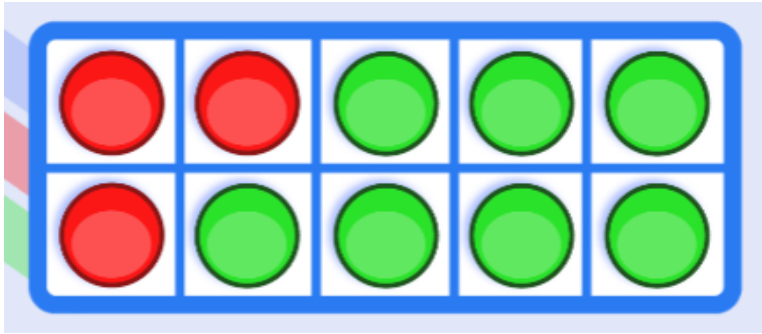
In Key stage 1 children explore the development of number properties as pre-requisites for the development of mental maths strategies.

i.e. they develop 'Number Sense'

Number sense is **a person's ability to understand, relate, and connect numbers.**

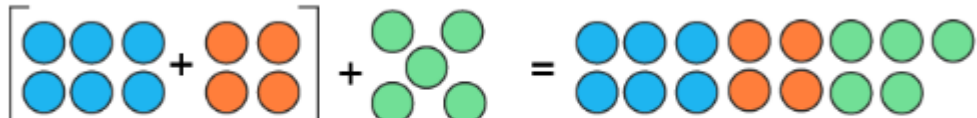
Children with strong number sense think flexibly and fluently about numbers.


Commutative Property

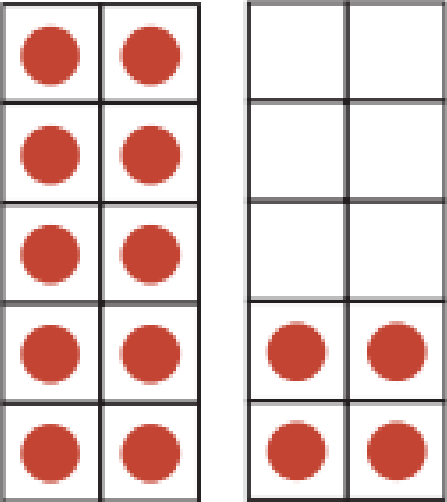
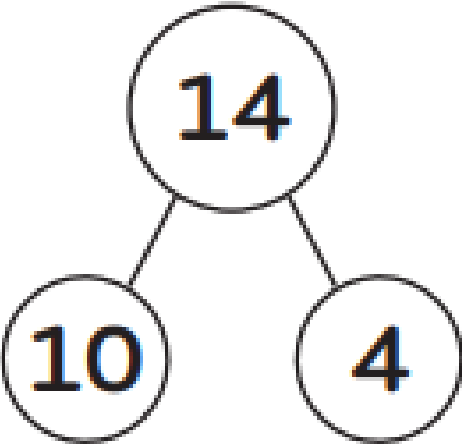


<https://ictgames.com/mobilePage/tenFrame/index.html>

Associative Property


$$(6 + 4) + 5 = 15$$


$$6 + (4 + 5) = 15$$

Tens Frame	Part Part Whole	Related Equation
		$10 + 4 = 14$ $4 + 10 = 14$ $14 - 10 = 4$ $14 - 4 = 10$

Why focus on Number Sense?

Students who struggle in maths often lack number sense.

Number sense is the foundational building block for all strands of mathematics.

As students build their number sense, mathematics takes on greater meaning.

With strong number sense, children become more apt to attempt problems and make sense of mathematics.

What is Number Sense?

Students with strong number sense have:

- A sense of what numbers mean. For example, they can visualize in their heads how much 100 is or can “see” what looks like (such as one slice of a pie cut into quarters)
- An ability to look at the world in terms of quantity and numbers. (i.e. When is 100 a lot? When is it not very much?)
- An ability to make comparisons among quantities. For example, they know that 300 is 400 away from 700 by using a mental number line, or know that there is a bigger difference between 50 and 150 than between 1,000 and 1,050.

Using Mental Strategies In The SATs Arithmetic Test

- Mental maths appears six times in the content domain breakdowns for the KS2 Mathematics test framework and is one of the factors the national assessments are trying to assess.
- Efficient mental calculation strategies are key to success in the [KS2 SATs Paper 1- Arithmetic](#).
- In the Arithmetic paper, over 80% of questions are designed to be able to be solved mentally, or through jottings.
- The children are expected to answer 36 questions in 30 minutes. Less than a minute per question! Having a bank of mental calculation strategies would help the children to answer some of these questions with speed and fluency.

There are several important mental calculation strategies that need introducing from Year 1. These include:

- **Partitioning and recombining leading to sequencing** (keeping one number whole and partitioning the second, for example $245 + 165 = 245 + 100 + 60 + 5$)

MM

$$\begin{array}{r} 63 + 17 \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 60 + 3 \quad 10 + 7 \\ \hline 60 + 10 = 70 \\ 3 + 7 = 10 \\ \swarrow \quad \searrow \\ 80 \end{array}$$

Now keep one number the same

$$345 + 232 =$$

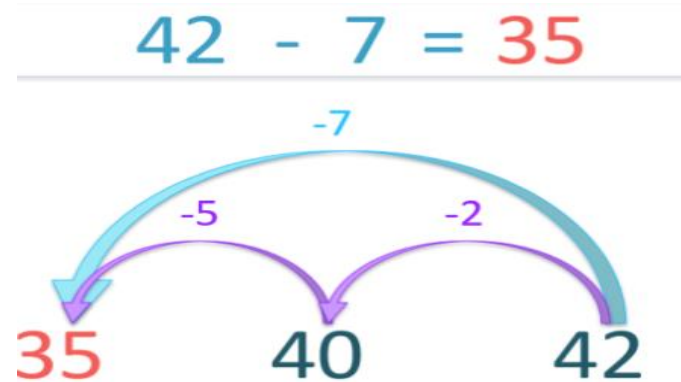
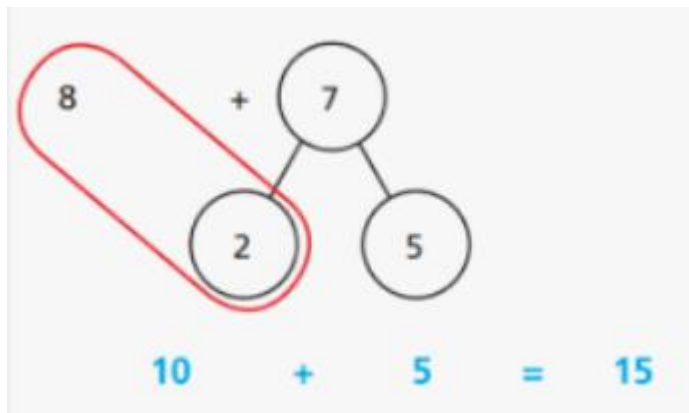
Give it a go with...

$$654 + 234 =$$

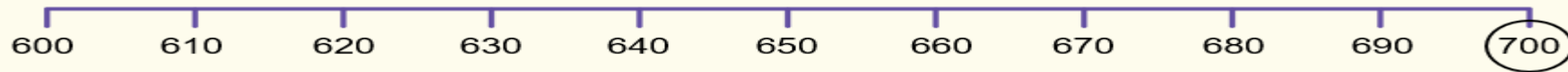
$$789 - 234 =$$

Bridging through ten. For example, 78 add 34, I can partition 34 into 32 and 2, add 2 to 78 to make 80 and then add the remaining 32.

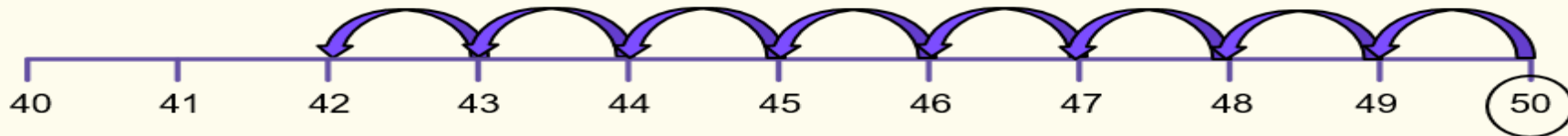
$$7 + 5 =$$



$$700 - 70 = 630$$



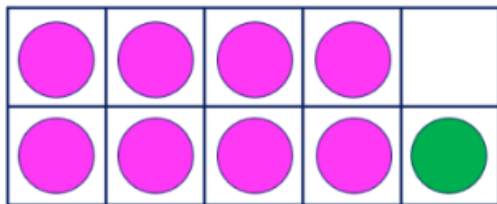
$$50 - 8 = 42$$



Give it a go with: $56 + 25 =$

•**Doubling and near doubling.** For example, if I know that double 250 is 500 then $250 + 260$ will double 250 add 10.

$$4 + 4 = 8$$



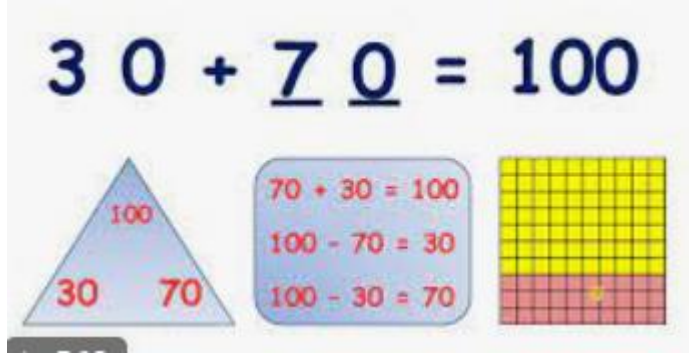
$$4 + 5 = 9$$

$$30 + 30 = 60$$

$$30 + 35 =$$

Now try... $300 + 310 =$

•Using number pairs to 1, 10, 100 etc. For example, $136 + 214$, I know 6 add 4 equals 10, so I can add the tens and then the hundreds.



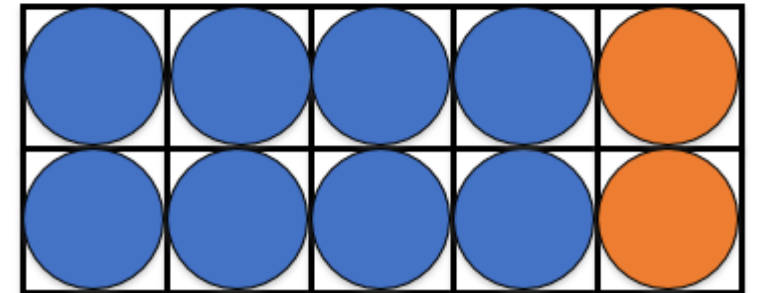
$$248 + 322 =$$

$$8 + 2 =$$
$$80 + 20 =$$
$$800 + 200 =$$

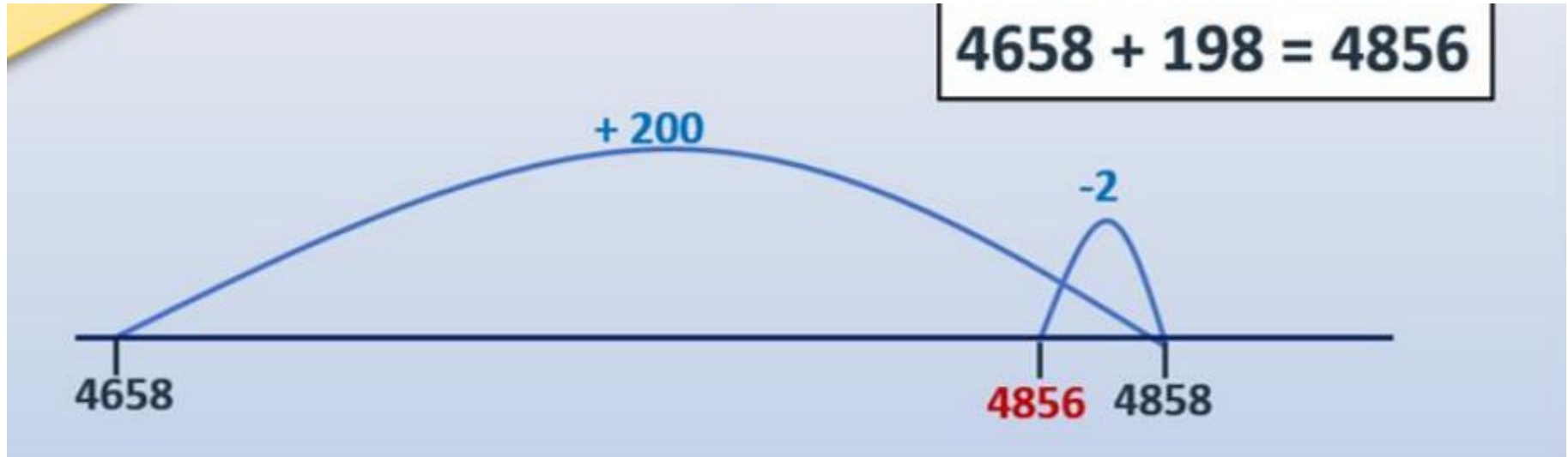
$$8 + 2 = 10$$
$$80 + 20 = 100$$
$$800 + 200 = 1,000$$

Now try...

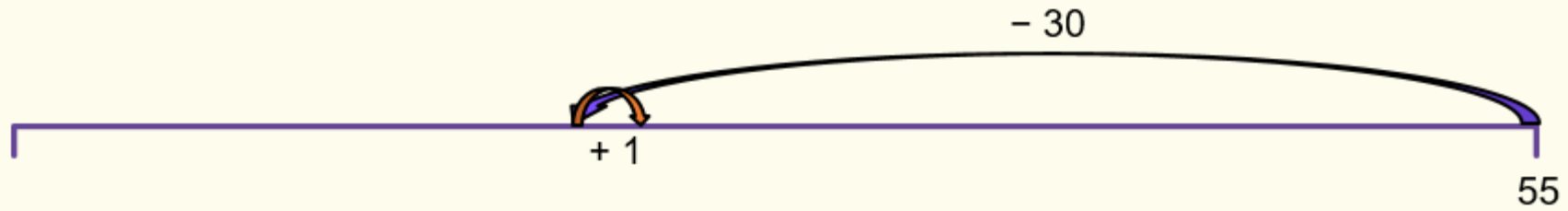
$$345 + 425 =$$



• **Adding near multiples of ten and adjusting.** For example, to subtract 1998 from 3456, it would be efficient to subtract 2000 and add 2.



$$55 - 29 = 26$$



$$550 - 290 = 260$$

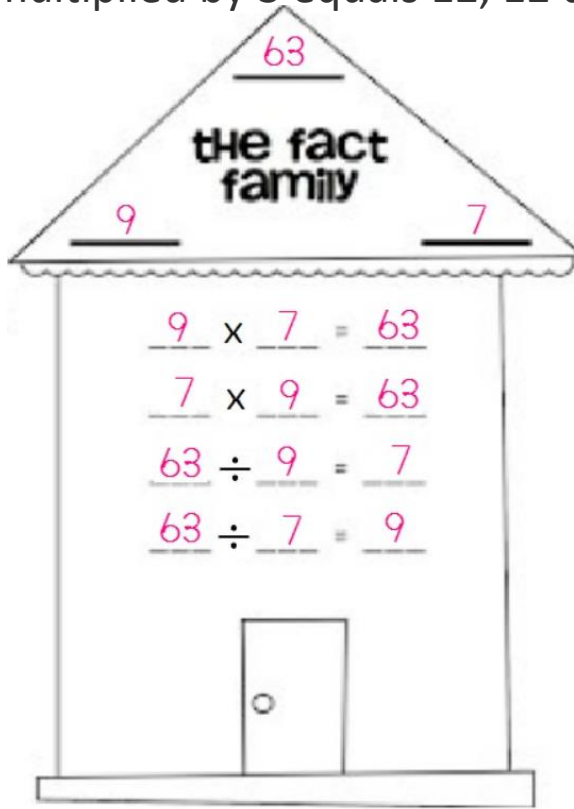
Now try...

$$2345 + 2999 =$$

$$3456 - 1999 =$$

• **Using known number facts.** For example, if I know that 8 multiplied by 7 equals 56, I can work out eight multiplied by 70 and eight multiplied by 35.

• **Use relationships between operations.** For example, if I know that three multiplied by 4 equals 12, I also know that 4 multiplied by 3 equals 12, 12 divided by 3 equals 4 and 12 divided by 4 equals 3.



$6 \times 5 =$

$30/5 =$

$6 \times 50 =$

$300/5 =$

$60 \times 5 =$

$11 \times 10 = 110$

	H	T	O
		1	1
x 10	1	1	0

Now try... $9 \times 4 =$

$90 \times 4 =$

How do we multiply by 10?

Slide to the left,
by one column!

	1	2	3	4	5	6	7	8	9	10	11	12
1	1x1	2x1	3x1	4x1	5x1	6x1	7x1	8x1	9x1	10x1	11x1	12x1
2	1x2	2x2	3x2	4x2	5x2	6x2	7x2	8x2	9x2	10x2	11x2	12x2
3	1x3	2x3	3x3	4x3	5x3	6x3	7x3	8x3	9x3	10x3	11x3	12x3
4	1x4	2x4	3x4	4x4	5x4	6x4	7x4	8x4	9x4	10x4	11x4	12x4
5	1x5	2x5	3x5	4x5	5x5	6x5	7x5	8x5	9x5	10x5	11x5	12x5
6	1x6	2x6	3x6	4x6	5x6	6x6	7x6	8x6	9x6	10x6	11x6	12x6
7	1x7	2x7	3x7	4x7	5x7	6x7	7x7	8x7	9x7	10x7	11x7	12x7
8	1x8	2x8	3x8	4x8	5x8	6x8	7x8	8x8	9x8	10x8	11x8	12x8
9	1x9	2x9	3x9	4x9	5x9	6x9	7x9	8x9	9x9	10x9	11x9	12x9
10	1x10	2x10	3x10	4x10	5x10	6x10	7x10	8x10	9x10	10x10	11x10	12x10
11	1x11	2x11	3x11	4x11	5x11	6x11	7x11	8x11	9x11	10x11	11x11	12x11
12	1x12	2x12	3x12	4x12	5x12	6x12	7x12	8x12	9x12	10x12	11x12	12x12

for pi.pardot.com...

The 38 new multiplication (and division) facts that children need to know by the end of Year 4.

multiplication and division.

Using known facts...

$$2 \times 50 \times _ = 500$$

	1	2	3	4	5	6	7	8	9	10	11	12
1	1x1	2x1	3x1	4x1	5x1	6x1	7x1	8x1	9x1	10x1		
2	1x2	2x2	3x2	4x2	5x2	6x2	7x2	8x2	9x2	10x2		
3	1x3	2x3	3x3	4x3	5x3	6x3	7x3	8x3	9x3	10x3		
4	1x4	2x4	3x4	4x4	5x4	6x4		8x4		10x4		
5	1x5	2x5	3x5	4x5	5x5	6x5	7x5	8x5	9x5	10x5		
6	1x6	2x6	3x6	4x6	5x6	6x6		8x6		10x6		
7	1x7	2x7	3x7	4x7	5x7	6x7		8x7		10x7		
8	1x8	2x8	3x8	4x8	5x8	6x8		8x8		10x8		
9	1x9	2x9	3x9	4x9	5x9	6x9		8x9		10x9		
10	1x10	2x10	3x10	4x10	5x10	6x10	7x10	8x10	9x10	10x10		
11	1x11	2x11	3x11	4x11	5x11	6x11		8x11		10x11		
12	1x12	2x12	3x12	4x12	5x12	6x12		8x12		10x12		

Any Questions?